

Textbook Alignment to the Utah Core –Dance 1B

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list
(www.schools.utah.gov/curr/imc/indvendor.html.) Yes _____ No _____*

Name of Company and Individual Conducting Alignment: _____

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Dance 1B Core Curriculum

Title: _____ **ISBN#:** _____

Publisher: _____

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: _____%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____%

STANDARD I: (Technique): *Students will demonstrate technical proficiency and knowledge of the body.*

Percentage of coverage in the *student and teacher edition* for Standard I: _____%

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: _____%

OBJECTIVES & INDICATORS

Coverage in Student Edition(SE) and Teacher Edition (TE) (pg #'s, etc.)

Coverage in Ancillary Material (titles, pg #'s, etc.)

Not covered in TE, SE or ancillaries ✓

Objective A: Value dance as contributing to healthy human development.				
•	Identify basic physical needs to maintain a healthy, safe body for dance; i.e., warming the body, proper nutrition, adequate hydration, sleep, conditioning, injury prevention.			
•	Analyze the effect eating disorders, drugs and alcohol have on a dancer.			
•	Develop knowledge of the body through fundamental conditioning; i.e., strength, endurance, flexibility, coordination, and agility.			
•	Implement practices to improve technical weaknesses and build on technical strengths.			
•	Evaluate the results of the individualized improvement plan.			
•	Record experiences regarding the value of dance as positive means of self-expression.			
Objective B: Develop knowledge and skills of axial movements and basic locomotor steps.				
•	Perform basic axial sequences of longer duration demonstrating dynamic alignment and dynamic balance; articulation of the spine, integration of the spine with the periphery, articulation of peripheral body parts promoting mobility and stability, and the use of breath to integrate movement patterns.			
•	Perform basic locomotor combinations (skip, gallop, slide) and interesting combinations of various locomotor steps.			
Objective C: Develop an awareness of performing techniques.				
•	Demonstrate basic concepts of performing techniques; i.e., kinesthetic awareness, concentration/focus, fluidity in movement transitions, clarity of rhythmic acuity, spatial intent, full exploration of energy and expression.			
•	Identify the mastery of performing techniques in another dancer.			
•	Demonstrate appropriate rehearsal and class behavior.			
STANDARD II: (Elements of Dance): Students will demonstrate knowledge and skills in the elements of dance.				
Percentage of coverage in the <i>student and teacher edition</i> for		Percentage of coverage not in student or teacher edition, but covered in		

Standard II: _____ %		the ancillary material for Standard II: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective A: Develop knowledge and skills in space.				
•	Perform directional spatial concepts with clarity.			
•	Create a diagramed floor pattern in a small group.			
•	Demonstrate contrasting levels using shapes, axial, and locomotor movements.			
•	Create a movement phrase based on focus.			
•	Demonstrate spatial planes.			
•	Create unusual shapes using spatial concepts.			
Objective B: Develop knowledge and skills in time.				
•	Demonstrate stasis and activity with clarity.			
•	Demonstrate tempo by contrasting fast and slow.			
•	Demonstrate acceleration and deceleration.			
•	Accurately move in 3/4, 4/4, and 6/8 metric time.			
•	Identify and perform primary and secondary accents.			
•	Create random accents within a 3/4 or 4/4 meter.			
•	Demonstrate non-metric rhythm (breath).			
Objective C: Develop knowledge and skills in energy and motion.				
•	Demonstrate the forces of energy.			

• Identify the basic qualities of motion.			
• Perform the basic qualities of motion.			
• Perform a phrase using three contrasting qualities.			
STANDARD III: (Creative/Choreographic Processes): <i>Students will understand choreographic principles, processes, and structures.</i>			
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %	
OBJECTIVES & INDICATORS	Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective A: Improvise within a structure.			
• Improvise with mirroring.			
• Improvise in groups with following and flocking movement patterns.			
• Perform an improvisation based on contrasting energies.			
• Perform an improvisation based on an idea or activity.			
Objective B: Demonstrate basic principles of choreographic processes and structure.			
• Create and perform a sequence/dance study in AB, ABA, rondo, canon, echo, or antiphonal form.			
• Define the compositional elements of unison, contrast, and transition.			
• Create, perform, and evaluate a dance study in a small group with a beginning, middle, and end demonstrating unison, contrast, and transition.			
• Create and perform a visually interesting duet based on an element of dance.			

<ul style="list-style-type: none"> Demonstrate the ability to work cooperatively in a small group sharing choreographic ideas equally. 			
STANDARD IV: (Meaning): Students will gain an understanding of dance as a means to create and communicate meaning.			
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %	Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %		
OBJECTIVES & INDICATORS	Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective A: Develop knowledge and skills in the creative process of abstraction.			
<ul style="list-style-type: none"> Perform the process of abstraction in a simple pantomimic gesture by altering time, space, and energy. 			
<ul style="list-style-type: none"> Create a movement pattern through the process of abstraction based on a single gesture, analyzing the changes in meaning each alteration may create. 			
<ul style="list-style-type: none"> Create a simple pattern of gestures through the process of abstraction based on a person or portrait. 			
Objective B: Demonstrate how dance communicates meaning.			
<ul style="list-style-type: none"> Experience how music and sound affect the meaning of a dance. 			
<ul style="list-style-type: none"> Demonstrate how movement created purely from a dance element may communicate meaning. 			
<ul style="list-style-type: none"> Create a dance study based on an element of dance that communicates an idea or emotion. 			
<ul style="list-style-type: none"> Create a phrase that successfully communicates an idea. 			
Objective C: Identify the various purposes served by dance throughout time and in world cultures.			
<ul style="list-style-type: none"> Identify the purpose of movement ritual as a form of individual self-expression. 			
<ul style="list-style-type: none"> Identify the movement ritual of greeting from a historical point of view; e.g., medieval or renaissance (folk dance - weaving and 			

	circling).			
•	Accurately describe the role of dance in at least two different historical periods.			
•	Perform and discover the historical/cultural context of a folk dance From a different culture or a social dance from a different time period.			
Objective D: Demonstrate aesthetic perception.				
•	Respond to improvisational and compositional experiences using the elements and principles of dance.			
•	Evaluate dance using aesthetic criteria; i.e., the formal properties of dance, the production aspects, the technical and performance level of dancers.			
•	Analyze dance as a powerful means of expression.			
•	Create a dance portfolio that documents written, creative, and performance work.			